different pattern. They also went to sleep with a grandmother or some other older member of the family when they were old enough to be excluded from their mother's hut at night, and they shared with their small brothers the grandmother's care and her story-telling round the fire in the evenings. During the day the girls continued as part of their mother's household group, eating with her and the younger children. As little girls they were taught to sit down carefully and to smooth down the cloth which they wore round their waists. They were trained to speak correctly and to know the right forms of address, to greet strangers politely, to avoid touching their father's mats or bed, to eat tidily and with restraint. The emphasis was on exclusiveness for these high-born Ngoni girls, lest, as a result of mixing too freely with everyone, they should forget the teaching given and the behaviour which was expected of them. In contrast to their brothers' rigorous training in the *lawesi*, Ngoni girls, as they showed signs of approaching puberty, were guarded and looked after and instructed further in correct behaviour.

When a girl found that she was menstruating for the first time, she told one of her age mates and sent her to tell her *gogo*.[1] The *gogo* told her to stay in the hut during the period and showed her how to wear a cloth between her legs, which she had henceforth to wear always whether menstruating or not. She was told to sleep from now on in a different part of the hut from the smaller children and never to bathe with younger girls. At the end of her first period the girl was escorted to the women's bathing-place by her father's sisters and other female members of her father's family. She was made to wash in the stream and squat in the cold water while doing so. I saw more than one child trying to control her shivering while her relatives watched to see if she would be strong and brave, or weak and cowardly. When she was in the water she was made to face south-east—the quarter which the Ngoni called *kwathu* (our home). After this ceremony the girl's father and mother were informed, and her father informed the head of his *banja* and the head of the village. The news was greeted with rejoicing and made generally public.

From about the age of ten or eleven, the Ngoni girl belonged to an age set distinguished by a separate name. She was no longer included in the group of children, as were her brothers of the same age, but was marked out by belonging to the age set called *inkakazana* or *mabuthu*. After her first menstruation she belonged to the age set called *izintombi* or *anamwali*. From this stage, Ngoni girls were under the close supervision of the older women. The association of a *gogo* or older woman with each house in a Ngoni village meant that the girls of the house were under her special care, particularly after they had passed puberty. There

[1] *gogo* in this context is used for grandmother or for the elderly woman to whose care the girl was assigned.

2: Read E-5 (1935-1939) 1956
FR5 Ngoni FR3

were clearly defined aims in this care of girls after puberty, including instruction in personal hygiene and in pre-marital sexual relations. A girl's father's sisters and her own mother wanted to be able to say, when marriage negotiations began: *Ngombe zake zidzala*, 'her cattle are full', which was the comment made when girls were examined periodically to see if they were still virgin. To achieve this they constantly said to her: '*Mudzirunge, mudziletse*', 'take care of yourself, control yourself'; and the *gogo* explained to the girl how she could protect herself. In one area where I lived, the chief's daughter was examined every week, with her *izidandani* or companions, and the girls who helped in the big house were examined every month. The strict behaviour required of Ngoni girls of good family was expected also of those of the same age who were members of the same household, either appointed to be with them as companions or as servants in the big house.

Looking forward to marriage involved not only preservation of her virginity. An Ngoni girl going to a strange village had to know how to perform women's work in the home, how to do it herself as well as how to direct others, and she had to be carefully trained in that meticulous and exclusive social behaviour required of Ngoni women of good family. She might be going to marry a man who intended to 'marry up', in which case she might be thought in one sense to be 'marrying below her station'. Yet her personal position as a member of her father's clan and family could not be altered by her marriage, and she was well aware that she was conferring something on the man and on the family she married into.

While the boys were learning their roles in later life in the democratic atmosphere of the *lawesi* and of the boys' pursuits in the village, the girls in the later stage of their training after puberty were treated more individually, and were not left to find their level in a group of their age mates. The adult women took an active part in telling them how to behave, how to dress and how to cook. The girls of high-ranking families sometimes pounded maize with their age mates, singing as they did so, but more for fun than because their food depended on it. They learned to dress their hair and put on clothes, and to walk and dance in company with other girls, but always with the critical eye of their *gogo* upon them. Their lower-ranking companions could make mistakes and be careless, and walk and dance in an exaggerated fashion. Ngoni girls might never pass certain bounds of decorum, and the standard expected of them was high and exacting. I have heard *manina* of leading clans scold young girls many times for careless behaviour and badly done work.

In this training, as throughout that of the boys, there was a deliberate preparation for leadership. A girl's character and ability were being watched and, while an awareness of her personal dignity and position was being fostered, it was accompanied by requirements of obedience

3: Read E-5 (1935-1939)1960
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851 small bitter thorn apple and mixing in castor oil. This was
[846] applied with a feather to the baby's navel.
[278] When the cord dropped the baby's head was shaved, and
[302] the mother shaved a little hair round her temples. Then
[515] they washed carefully, using sweet-smelling soapy leaves, oiled the baby's skin, put on clean clothes, and came out of the hut door and sat on a clean mat outside. This first public coming out of the hut took place in the late afternoon, so that the men, after their work was finished, could come to 'salute the new stranger'. The husband and his brothers were the first to come, and this was the first time he had seen the baby. They brought small presents such as a fowl or a
[431] basket of flour, and always strings of beads which were tied round the baby's wrists and ankles, neck and waist. The word used for these little gifts was 'to give a present just for
[177] pleasing', and Ngoni Christians when speaking of such presents to new babies likened them to the gifts brought by the Magi to the infant Christ.

While the husband and his immediate kinsmen came to greet the baby at the hut door, the senior men of the village stayed by the gate of the kraal. After the cattle had come
[554] back that evening and the kraal gates were shut, the grand-
[603] mother carried the baby to the gate and presented him to
[431] the senior men who responded by giving small presents to the child. This was always done if the baby was a boy, but sometimes omitted for girls.

● 864 When small children seeing the new baby on its mother's lap asked where it came from, they were always told that the mother had found it by the river in the rushes on the bank. The object of this reply, so Ngoni women said, was to hide the secret of birth from the children and stop them asking further questions. The Ngoni culture pattern of childhood innocence required that children should be kept in ignorance of birth and sexual intercourse while they were young. By adults therefore they were put off with stories of finding the baby on the river bank. As usual, however, in

3: Read E-5 (1935-1939) 1960
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societies maintaining officially a conspiracy of silence, the stories were only standard replies by adults to children, and most adults admitted that children pursued these inquiries among themselves and found out what they wanted to know from each other.

Naming the child

After coming out of the hut and being presented to its male kin and to the elders of the village as 'the new stranger', the baby was given a name. The choice of a name was usually left to the baby's paternal grandfather. He sometimes gave it his name or his father's name, if a boy, or if a girl, his mother's name or his father's sister's name. There was no ceremony attached to naming. After the matter had been talked over by the men at the kraal gate, the grandfather came to the hut, and called the mother and child out and said, 'His name is so and so.' The personal name was seldom used in ordinary social intercourse, but in spite of this every child was given a personal name, and sometimes had added to it a descriptive name indicating that it had been born face downwards, or born a twin, or born too soon after the previous baby.

At this time of naming, the father, or more generally the paternal grandfather, prepared a 'carrying skin' for the mother to carry the baby in. It really belonged to the baby rather than to the mother, for it was used by the nurse girl to carry the baby, and she had the child in her charge most of the day. The skin was that of a goat or small calf from the herd owned by the house to which the baby's father belonged. The skin was cleaned and scraped and made soft by rubbing in fat, and handed over to the mother with some of the meat for broth, and the rest of the meat was eaten by the males of that house. The gift in time became a cloth and not a skin, as skins for wearing or household use went out of fashion. The cloth when presented however was still called a 'carrying skin' and a goat or a calf from the herd of the

3:Read E-5 (1935-1939)1960
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863 of dust, and many of them began to suffer from sores, itch and sore eyes. The girls however, had already begun to like a clean and shining skin for the sake of being beautiful, and their ablutions were no longer under duress.

The smallest children urinated and defecated wherever they happened to be. From the age of three or four, however, they were taught to tell someone if they wanted to defeate, and taken outside the hut. Maize cobs or soft leaves or grass were used to clean the child, and then thrown on the fire. When the child began to look after himself, he was shown how to use the left hand only when cleaning himself, [826] and told it was 'the hand of shame, only used for bad things'. From the age of four or five small girls and boys went with [514] their mothers and the other women to the section of the surrounding bush reserved for the women's toilet. At about the same age boys and girls were taught to withdraw from the public gaze when urinating, and to conceal themselves behind a hut or in some other hiding-place. The Ngoni were [514] extremely prudish about all physical acts connected with [834] evacuating or sex, and began to demand correct behaviour from children at an early age.

757 If a child was constipated, or had diarrhoea, or was vomi-
603 ting, or had a fever or stomach-ache, the nurse girl reported it to his mother who went to tell the child's paternal grandmother. For all the range of usual childish ailments the grandmother prescribed and carried out standard treatments, such as whey used as a purgative, or very thin gruel to check diarrhoea. The Ngoni women had a number of herbal remedies which they used for themselves and their children. They also used hot poultices, cupping, and forms of massage. Only when the known household remedies failed, did the grandmother tell the child's father and he, as we have seen, took the responsibility for calling in 'specialists'.

867 Sleep, the little child's third major need, was sometimes
864 well ordered and sometimes erratic. It was not considered proper for children to sleep in the same hut as their parents

3: Read E-5 (1935-1939) 1960
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after the age of four or five, when they might become aware that intercourse was taking place. From this age, when the Ngoni said 'they will now begin to see things and to ask questions', they went to sleep either with a widowed grandmother or senior helper.

During the 'dark half of the month' and in the rains, most people went to bed soon after dark and little children got a long sleep. When the moon was bright, and in dry weather, the whole village was astir, walking around, dancing, talking, visiting. Little children tagged round with their older sisters or nurse girls, and if they were sleepy were either picked up and carried, or put in the hut to sleep on their mat, provided there was no fire burning into which they could fall. During the day, especially in the hot weather, children dropped off to sleep just where they were, on the veranda, under the platform, or in some other shady spot.

It was just before bedtime, in the grandmother's hut, that traditional folk-tales were told, round the last flickers of a wood fire. Sometimes a child dropped off to sleep before the story was finished. Someone either took him on her lap, or dumped him on his mat and covered him up.

This acquiring of habits, directed consciously by adults, was designed to give the child increasingly a sense of being part of a community which had certain standards of behaviour. There were, in this training, some prohibitions which a child was expected to observe as soon as he could walk and talk. The most stringent was on any form of sex play between boys and girls. To avoid any likelihood of this, little boys and girls were early encouraged to form separate play groups. The elders kept an eye particularly on the boys, and if they showed any inquisitiveness in their play about the private parts of a girl playmate, they were beaten and reproved and told: 'If you do this again, I shall tell your father.'

Many little boys and girls up to the age of four or five ran about naked, but in leading Ngoni families they wore a scrap

of cloth hanging in front from a bead or grass waistband. They were all taught before that age, and most stringently after it, to sit correctly. For the little girls, this meant kneeling first and then sitting with the legs tucked on one side. They always smoothed down their scrap of cloth so that their genitals were covered. Little boys often squatted, sitting on their heels. Their correct position however, especially when eating food, was to sit with their legs crossed and the soles of their feet pressed against their thighs, and their cloth or skin apron arranged to cover their genitals.

Any rudeness in speech or action towards parents or elders was corrected at once, and the child was told: 'That is not the Ngoni way.' Studied courtesy included looking down when addressed by an elder, and as we saw in Chapter II, never walking behind a group of elders but passing in front of them, bending slightly forward and murmuring: 'I am before your eyes.'

Play places and playthings

In spite of what appeared like a somewhat restrictive régime, Ngoni children were merry and busy all their waking hours. Occasionally lack of health, or an awkward temperament, produced a child who sat around by himself, or glowered at other children, or was spiteful and vindictive. For the most part their nurse girls and older sisters paid them the attention they demanded, were always ready to provide distractions and amusements, and showed them how to use all that lay around them as playthings.

The places where they played depended on their age and mobility. The youngest children stayed round the hut and inside the fence. Occasionally the nurse girls and older sisters in the afternoons took them to a 'playground' on the outskirts of the village, where the older girls were accustomed to meet and practise dancing, or to thread beads and chatter. When the harvest was in, some of the older children about five and six years old, helped by the nurse girls, made 'play

3: Read E-5 (1935-1939) 1960
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girl's former nurse girl and had continued to take an interest 881
in the girl. This woman came to the hut, gave the girl a cloth to wear, told her to stay in the hut until the period was over, and instructed her companion to stay with her, bring her food, and look after her other needs. When the period was over, the companion told the senior helper who in the meantime had informed the girl's paternal grandmother, her father's sister (to whom a special message was sent to the village where she lived), and the girl's own mother. The information was always given in the phrase, 'This child has now matured.' The father's sister, who made a special visit for the [604]
purpose, came into the hut and told the girl to get up and follow her. A little procession formed, the father's sister leading, the girl immediately behind her, then the grandmother and other senior women of the father's house, the senior helper who had attended the girl, and finally the girl's mother. At the river the girl was made to take off her clothes [823]
and sit in shallow water, facing south-east, the ritual position adopted in all Ngoni crises of life and death. On the bank the women stood in silence and watched the girl splashing herself with water and trying to control her shivering, until she was allowed to come out and given clean clothes to put on.

Back at the grandmother's hut, the women sat on the veranda, the girl in front of them, legs tucked in sideways, head bent in a respectful attitude. The father's sister led off with some matter-of-fact instructions to the girl. At subsequent periods she would not be in seclusion but she would take every care to conceal her condition from everyone. She must always wear a cloth between her legs, whether menstruating or not, and she must now consider herself separated from the children's and the immature girls' groups. She would sleep only with mature girls in a senior helper's hut, and must wash in the river only with them, and never anywhere near young children or immature girls. Later on, not on this 881
occasion, the senior helper who had assisted her and felt 964

3: Read E-5 (1935-1939)1960
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88 | responsible for her, told her how to keep her legs together if
[864] she should sleep with a boy, and warned her against full intercourse and possible pregnancy. This warning was followed up with regular examination to see if the hymen was intact, carried out every two months or so by some senior woman of the girl's father's house.

When the simple ritual was over, the grandmother sent for the girl's father and told him what had taken place. He in turn told the male members of his house and the elders of the village. The news 'So and so's daughter is now mature' was received in the village with quiet rejoicing, and the father was congratulated as one who would in time receive cattle on his daughter's marriage.

88 | In this ritual the seclusion, washing with cold water and
182 facing south-east in the river were the only strictly ritual acts. Equally important in Ngoni thinking however was the reassertion, at a critical time, of the authority of the women of her father's house over the girl. The girl was also made aware of her new status by being forbidden to perform certain daily functions in the presence of children and younger girls. Later we shall see how the first stages of courtship followed this event.

Boys' private ritual

88 | The boys' ritual consisted of two distinct parts. At his first nocturnal emission the boy told one of his age-mates or his friend, who went and told one of the older boys in the dormitory. This older boy told him to go to the river very early in the morning and 'wash strongly', splashing the water all over him, and to do this after each emission. This act, called 'being beaten with water', the Ngoni believed was essential to strengthen the body and assist to control sexual impulse. There was great secrecy observed about this stage, only the boy and his friend and the older boy knowing about it. If other boys said to him 'You have now matured', he denied it vehemently.

4: Barnes E-5 (1946-1949)1951 FR5 Ngoni FR5
Mpezeni

If a woman believes that her husband is committing adultery with another woman she endeavours to find out who the woman is. She usually refuses to speak to her when they meet, and if they are forced to come into contact, as at a beer party, there is likely to be a fight between them. A parturient woman may ask her midwife to pretend that there are difficulties in labour so that her husband can be called upon to confess his adultery and name his mistress.

The sexual aspect of marriage influences the training and experiences of children. The explanation given for moving children from their parents' hut to a dormitory at the age of six or seven is that by then children are 'wise enough' and will talk to their playmates about their parents' sexual activities in the hut. Girls aged five years or so start to imitate the dances of their elders and to join in the dance competitions when girls come from other villages. Many of the songs sung at these dances are concerned with various aspects of sexual relations. At age ten, or sometimes earlier they also begin to practice the most important of the women's erotic dances, *cimwangalala*,[11] which is performed only indoors. At a girl's first menstruation she is secluded for from a few days up to a month, and is tested by women who have borne children to see that she can dance *cimwangalala* and other erotic dances effectively, that she knows the formalities of copulation, and how to behave when she menstruates. Even where the girl is secluded for the full month, and her training is accompanied by a great deal of symbolism and ceremonial, there is little reference to her potential fertility.

There is no formal instruction in sexual matters for boys, and there are no erotic dances for them. They learn their sexlore from their older companions in the bush or in the dormitory. The only specific aspect of sexual maturation that appears to receive emphasis is the growth of large testicles, and boys brew themselves medicines to expedite this.

Both fertility and sexual satisfaction can be facilitated by the use of medicines. There is a well-known medicine for the cure of barrenness, and there are many kinds of aphrodisiacs.[12] A girl learns the use of aphrodisiacs from other women in the village, and she is formally taught sexual behaviour by her puberty instructress.[13] The old woman who is in charge of her puberty seclusion, who is sometimes the girl's grandmother, supervises the sexual behaviour of the girl for the first few years of her married life. If, as a bride, she succeeds in forcing her husband to give her a present before she will lie with him, the present must be handed over to the puberty instructress the next morning. Later she may demonstrate her erotic proficiency by dancing[14] in the hut before her husband and her instructress.

[11] Meaning, in Nsenga, 'the thing of you just sleeping' (i.e. copulating).
[12] Such as *mitoto*, a root, and *kanjalojalo*, a plant.
[13] *Mphungu*.
[14] The dance is called *cikapa*. Cf. Nyanja *kapakapa*, swinging backwards and forwards.

4: Barnes E-5 (1946-1949)1951 FR5 Ngoni FR5
Mpezeni
Nyasaland FR4

Girls are not examined to see if they have been deflowered. Many girls have love affairs with young boys before they reach puberty, and at one time children built play-houses, after the manner of the Cewa, where they pretended to be adults playing at cooking and copulation. The Cewa encouraged this among their own children and at puberty Cewa girls, if not already deflowered, had their hymen forcibly ruptured in a prescribed manner. We have seen that the Ngoni formerly expected girls to be chaste before marriage while the Cewa believed that if a girl did not copulate at puberty she would die. It seems nowadays that adults expect that pre-pubescent boys and girls will play together sexually and that, provided this takes place with a certain amount of discretion, nothing is done to stop it. Boys and girls visit each other in dormitories, hoping that their voices will not be recognized by people in neighbouring huts. After puberty young men and women continue to flirt together, individuals varying in the extent to which they copulate. Grown men do not usually sleep with young girls, nor grown women with young boys, and if this does happen and is discovered there is always the suspicion of sorcery. The Ngoni believe, with most of their neighbours, that in order to make many of the anti-social medicines of sorcery effective, a sorcerer must copulate with some partner morally forbidden to him (or her), such as a close relative or a person of greatly disparate age or an animal. With this background of belief, Ngoni say that after puberty young men and women naturally like to frolic together and not with their juniors. Within this framework of tolerated covert activity no particular arrangements are made at puberty, save that if a man is betrothed to a young girl he will be invited formally to come and sleep with her once while she is secluded.

Thus from an early age their future roles as husbands and wives condition the sexual activities of boys and girls. A girl who allows herself to be seduced too easily is regarded as foolish and a man who is for ever chasing unmarried girls when he should be founding a family is regarded as immature. But sexual activity is taken for granted, and the only stipulations are that it should be conducted discreetly so that the older people in the village are not forced to notice it, and that unmarried girls should not bear live children. Knowledge of abortifacients seems to be fairly common and recently contraceptives, issued originally to soldiers in the 1939-45 war, have come into use. Few cases of seduction of unmarried girls come before the courts.

Despite the emphasis on sexual satisfaction rather than on fertility, Ngoni men and women still desire children. This is so for men despite the low incidence of bridewealth payments and the uncertainty about the custody of children. A man's children may decide to live with their mother's people, but they are still his children and he can always follow them from village to village in his old age wherever they decide to settle.